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ABSTRACT

The Cuban Ministry of Education relates difficulty in presenting a valid report on education in Cuba from 1974-76 due to major changes instituted in 1975 in the first year of a five-year educational improvement plan. Information presented in the document is the most up to date available, however, and does reflect Cuba's objective to structure education along socialist/communist lines. In accordance with this philosophy, schooling is free to all students, and is integrated with work experience, physical education, political and social activities, and military training. Elementary and secondary educational administration is centralized in the Ministry of Education, which also sets national educational policy. Teacher education programs have been expanded to meet the increasing demand for general and vocational secondary education. In-service education programs have also been expanded to include moral, political, and ideological training to complement the scientific, technical, and pedagogical training stressed in teacher training courses. Although statistics on specific changes in the educational system resulting from the five-year plan are not yet available, the period 1974-76 can be characterized as one of expanded vocational education, improved teacher education, accountability, social consciousness, increased enrollment, and curriculum development along Marxist-Leninist lines. (Author/DB)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Report of the Republic of Cuba to the 36th
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INTRODUCTION

The present report corresponding to the years 1974-76, as requested by the International Bureau of Education, has been drawn up during the 1976-77 school year. In the case of Cuba, this has led to difficulties in the corresponding elaboration and interpretation, due to the complex fact that in the course that ends (1976-77) and the one that begins, broad structural and content changes in the National System of Education are taking place, consonant to the Plan for the Improvement of the System, which began with the 1975-76 school year and whose transitional stage will last until 1980-81 school year. At the same time, this change coincides with the institutionalization process of the Cuban Revolutionary State, the implementation of the new Constitution of the Republic, the new Political-Administrative Division of the country, the constituting of the Organs of People's Power and the application of the new System of Economic Management and Planning.

This means that in the first part of the information supplied, data and events are given not corresponding to the present ones as far as qualitative and quantitative aspects of education are concerned and in relation to the structure of the National System of Education and the structures of its Leadership Organs. The content of the present publication has to be appraised with this approach in mind.

PART I. ORGANIZATION AND STRUCTURE OF THE EDUCATIONAL SYSTEM

GENERAL OBSERVATIONS

Basic education legislation in force

The Constitution of the Republic, in force since February 24, 1976, establishes:

In article 8, that "The socialist state... as the power of the people and for the people, guarantees... that no child be left without schooling, food and clothing..."

In article 38, corresponding to Chapter IV on Education and Culture that "The state orients, foments and promotes education, culture and science in all their manifestations".

In the same article the postulates governing the educational policy are defined.

In article 39, that "The education of children and young people in the spirit of communism is the duty of all society", "...The state and society give special protection to children and young people", "...It is the duty of the family, the schools, the state agencies and the social and mass organizations to pay special attention to the integral development of children and young people".

In article 50, the right to education and the means to guarantee it.

In article 51, that "Every one has the right to physical education, sports and recreation".

Law 1306, July 28, 1976, creates the Ministry of Higher Education and establishes, among other aspects, its functions.

Law 1307 establishes the structure of Higher Education specialties and specializations, the types of centers for such education as well as its national network and the attachment of different research centers to the centers of higher education designated in each case.

Principles governing or defining the nature of the educational system

The principles governing or defining the nature of the educational system are comprised in article 38 of the Constitution, which states:

The educational and cultural policy of the state is based on the following principles:

- a) the state bases its educational and cultural policy on the scientific world view, established and developed by Marxism-Leninism;
- b) education is a function of the state. Consequently, educational institutions belong to the state. The fulfillment of the educational function constitutes a task in which all society participates and is based on the conclusions and contributions made by science and on the closest relationship between study and life, work and production;
- c) the state must promote the communist education of the new generations and the training of children, young people and adults for social life. In order to make this principle a reality, general education and specialized scientific, technical or artistic education are combined with work, development research, physical education, sports, participation in political and social activities and military training;
- ch) education is provided free of charge. The state maintains a broad scholarship system for students and provides the workers with multiple opportunities to study with a view to the universalization of education. The law establishes the integration and structure of the national system of education and the extent of compulsory education and defines the minimum level of general education that every citizen must acquire;
- d) artistic creativity is free as long as its content is not contrary to the Revolution. Forms of expression of art are free;
- e) in order to raise the level of culture of the people, the state foments and develops artistic education, the vocation for creation and cultivation and appreciation of art;
- f) creation and investigation in science are free. The state encourages and facilitates investigation and gives priority to that which is aimed at solving the problems related to the interests of the society and the well-be-

- ing of the people;
- g) the state makes it possible for the workers to engage in scientific work and to contribute to the development of science;
 - h) the state promotes, foments and develops all forms of physical education and sports as a means of education and of contribution to the integral development of the citizens;
 - i) the state sees to the conservation of the nation's cultural heritage and artistic and historic wealth. The state protects national monuments and places known for their natural beauty or their artistic and historic value;
 - j) the state promotes the participation of the citizens, through the country's social and mass organizations, in the development of its educational and cultural policy.

SYSTEM OF ADMINISTRATION

Function of the national, provincial (or district) and local authorities and of the Consultative Organs affected by education (including planning, supervision and research).

The Constitution of the Republic establishes the organizational and functioning principles of state organs at all levels:

Article 67. The National Assembly of People's Power is the supreme organ of state power and represents and expresses the sovereign will of all the working people.

Article 87. The Council of State is the organ of the National Assembly of People's Power that represents it in the period between sessions, puts its resolutions into effect and complies with all other duties assigned by the constitution.

It is collegiate, and for national and international purposes it is the highest representative of the Cuban state.

Article 93. The Council of Ministers is the highest-ranking executive and administrative organ and constitutes the Government of the Republic.

The number, denomination and functions of the ministries and central agencies making up the Council of Ministers are determined by law.

Article 102. The Local Assemblies of Delegates of People's

Power are invested with the highest authority for the exercise of state functions in the areas under their jurisdiction. To this effect, they govern in all that concerns them and, by means of the organs which they establish, direct economic, production and service units which are directly subordinate to them and carry out the activities required in order to meet the needs for care and provide economic, cultural, educational and recreational services for the collective in the territory under the jurisdiction of each.

They also aid in the development of activities and the fulfillment of plans of those units in their territory which are not subordinate to them.

Article 109. The administrative departments are subordinate to their respective Assemblies, their Executive Committees and the superior organs of the corresponding administrative branches.

Article 114. The Executive Committee is the organ elected by the Provincial and Municipal Assemblies of People's Power to fulfill the functions outlined by the Constitution and assigned by law as well as the tasks it is given by the Assembly.

The Executive Committee is made up of the number of members determined by law, and they elect, with the ratification of the Assembly, a President, a Vice-President and a Secretary, who also hold those posts in the Assembly.

The Provincial and Municipal Offices are entrusted the administration of the educational centers and services subordinate to them at each level.

The Ministry of Education directs, carries out and controls the educational policy of the State and Government, with the exception of Higher Education.

Institutes of Education are directly subordinate to the Ministry of Education.

Law of July 28, 1976 creates the Ministry of Higher Education, which is in charge of carrying out the Government's Higher Education policy as an organ ruling the activity both of the centers which are directly subordinate to it and of the centers attached to other agencies, providing methodological, educational and administrative leadership to the former and methodological leadership to the latter.

Law 1307, July 29, 1976 establishes the structure of Higher Education specialities and specializations, which are organ-

ized into fifteen groups corresponding to the main lines of the country's economic, scientific, cultural and social development.

The same law determines the types of institutions forming the Higher Education network as well as the network itself, and defines the three levels at which Higher Education institutions are organized; these are the following:

- Rectorate
- Deanship
- Teaching Department

Law 1304, July 3, 1976 establishes a new Political-Administrative Division of the national territory including fourteen provinces and Isle of Pines special municipality.

The same law indicates the municipalities corresponding to each province. This new Political-Administrative Division, together with other changes is determinant in the organization of the Leadership Bodies of Education and in the functioning of those organs corresponding to different levels, a substantial change in relation to the former structure by levels.

Law 1323, November 30, 1976, known as "Organization Law of the State Central Administration", establishes the general structure of state central administration as well as the basis for its organization and functioning, as provided in the Constitution and, to this effect, determines that the executive and administrative function is to be exercised by the Council of Ministers and its Executive Committee and the State central administration agencies. The law specifies these agencies as well as their common and individual functions.

The Ministry of Education and the Ministry of Higher Education are included within the State central administration agencies. Their functions and objectives are defined in articles 71 and 72, respectively.

The Agreement of the Council of Ministers, November 30, 1976, approved, in principle, the function, structure and staff of the agencies forming the State central administration, the Ministry of Education among them.

Resolution 1 of the Ministry of Education, January 3, 1977, establishes the measures for the organization and functioning of the Ministry of Education, until the Rules and Regulations corresponding to this agencies are approved by the Council of Ministers.

"Provisional regulations for the functioning of the Provincial Assemblies of People's Power and provisional regulations for the functioning of the Municipal Assemblies of People's Power".

These regulations were approved by Agreement No.4 of the National Assembly, November 3, 1976, where the functions of the administrative offices attached to provincial and municipal organs of People's Power are established and defined.

Among these offices are those corresponding to Education, both Municipal and Provincial, and all of them are subject to the double subordination system, that is, to the People's Power organ corresponding to their level in administrative affairs, and to the organs corresponding to their own higher levels in normative and methodological affairs (In this case the organ is the Ministry of Education).

In keeping with the system of relations established between the Ministry of Education and the Provincial and Municipal Offices of Education, and on the basis of the double subordination system, the Ministry of Education is responsible for and has decision-making powers concerning the following aspects:

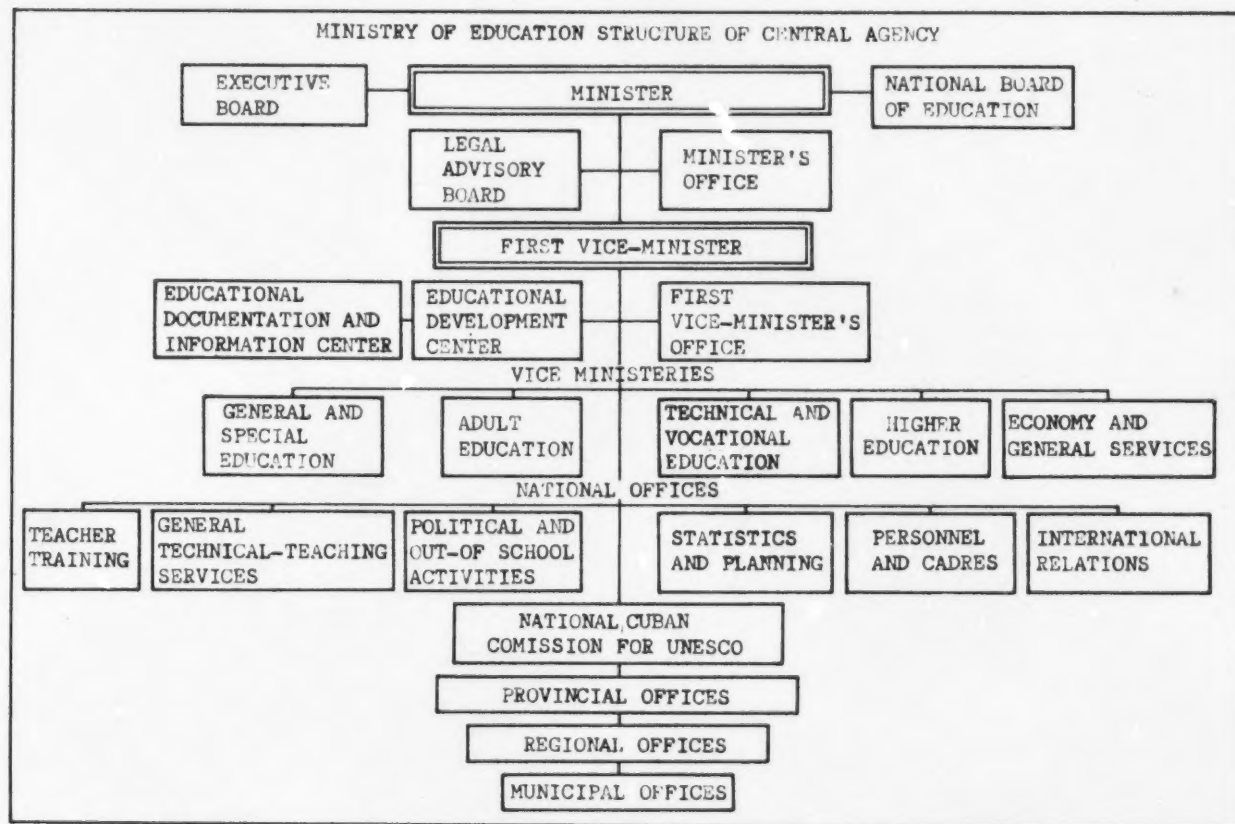
- . Methodological standards, procedures and principles
- . Technical advising
- . Training and placing of specialized technical cadres and appointment of leadership personnel
- . Research and experimentation
- . Supervision and control

STRUCTURE AND ORGANIZATION OF THE SUBSYSTEM OF GENERAL POLYTECHNICAL AND SHOP EDUCATION

The work done has been aimed at implementing the General Instructions of the Ministry of Education, whose fundamental task is that of raising and improving all aspects of the educational services.

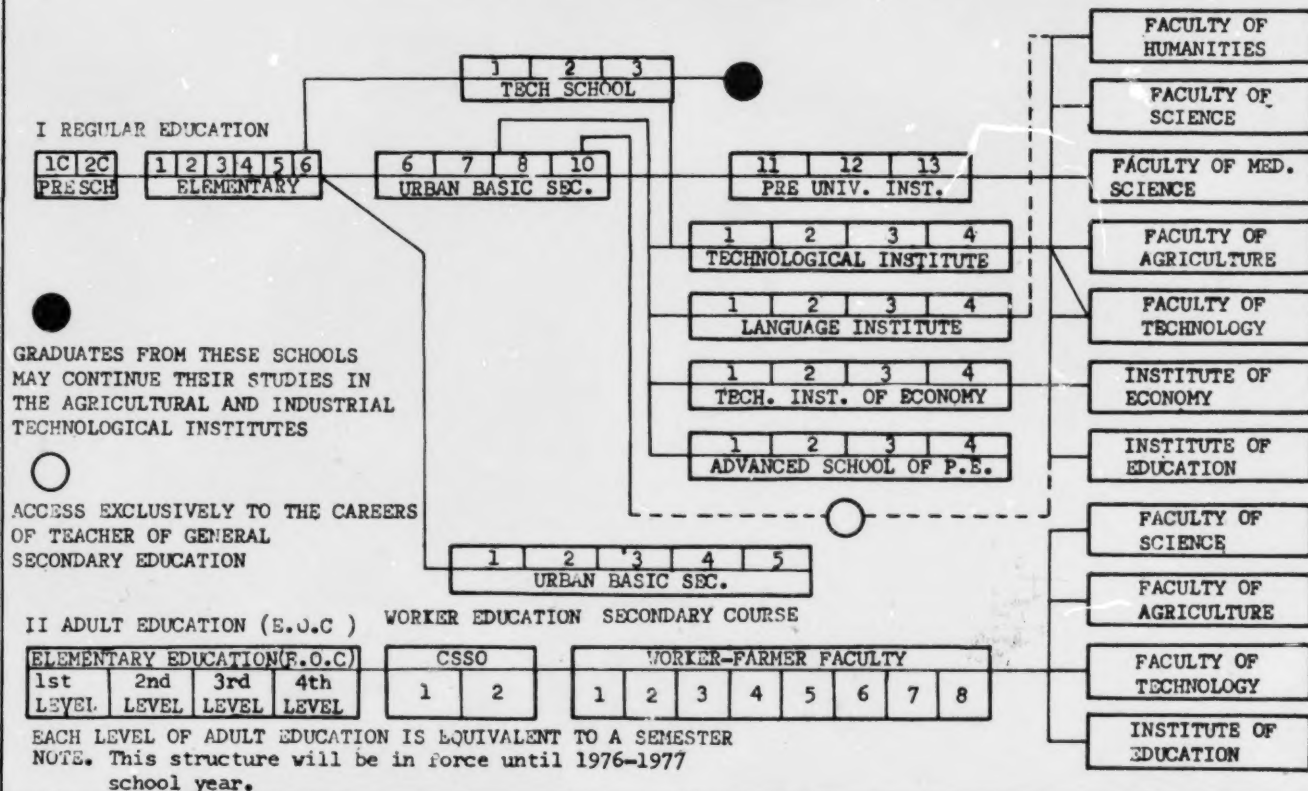
Consequently, the work done by the Ministry of Education has been basically devoted to giving impetus to the tasks related to the Plan for the Improvement of the General Education Subsystem, to bettering the quality of the teaching and educational process and to deepen the school organization in all educational institutions.

The new structure of the General Polytechnical and Shop Education, established by Ministerial Resolution 210/75, which



NOTE. This structure was in force until November 30, 1976 when a new organization was established

STRUCTURE OF THE NATIONAL EDUCATIONAL SYSTEM



FINANCING OF EDUCATION

Comparative data in millions of pesos

	1974	1975	1976
T O T A L	728,7	808,5	961,4 (a)
Ministry of Education	722,2	800,7	952,4
Social Security	6,5	7,8	9,0
(a) planned figure			

NATIONAL SUMMARY Prepared: February/77

	1975-76				1976-77*			
	Total	Boarding School Students	Semi-boarding School Students	Teachers	Total	Boarding School Students	Semi-boarding School Students	Teachers
T O T A L	3244275	366518	321110	165297	3499916	476219	319022	184447
Elementary	1922317	47751	238212	81830	1899032	51254	246901	85620
Secondary (General)	120315	176660	50012	32755	533578	248873	37171	45016
Secondary (Technical and Vocational)	99974	65209	9184	6911	137484	77954	10238	8527
Secondary (Teacher Training)	36238	35231	706	2829	38971	38281	466	2898
Youth	22926	5927	11866	1861	19981	5207	8792	1626
Higher	83957	27632	3537	5408	98253	49835	6538	...
Special	12483	4329	7508	2347	13548	3780	8916	2950
Adult	597596	2799	85	31176	701259	-	-	37646
Teacher Training (Guided Studies)	47489	-	-	...	56775	-	-	...
Others	980	980	-	180	1035	1035	-	164
* Preliminary data								
... Non-available data								

will be put into effect during the third year of the transitional stage (1975-76 to 1980-81), comprises:

Preschool Stage
Elementary Education
General Secondary Education

The Preschool Stage is managed by the Childhood Institute until the moment the child is four years old. At five, he enters the so called preschool grade, which is guided and controlled by the General Office of General Polytechnical and Shop Education. Students can attend this grade in Day-Care Centers or in Elementary Schools. The main objective of this grade is to prepare the child for school both from the point of view of first grade learning requirements and from an educational point of view.

Elementary Education includes 1st to 6th grades and is divided into two cycles: 1st to 4th grades and 5th to 6th. The objective of the first cycle is to provide a sound training in the mother tongue and mathematics, to develop the skills and habits necessary for independent work, to inculcate a love for study and to contribute to the ideological and integral formation of the pupils, that is, to prepare them for learning the teaching materials of the systematic programs which begin with the second cycle. The second cycle, 5th and 6th grades, starts the lineal and systematic development of the content of the subjects included in the programs up to 12th grade.

General Secondary Education has two cycles. Lower Secondary, including 7th, 8th and 9th grades, where students receive the compulsory basic education needed for continuing general secondary education, for carrying out studies in Technical and Vocational Education, in the Subsystem of Teacher Training and In-Service Education, in other types of education, or for beginning to work. Preuniversity education includes 10th, 11th and 12th grades. Its objective is to broaden and deepen the knowledge acquired and to offer a complete general polytechnical and shop education. Preuniversity graduates have the opportunity to continue their studies in higher education, in technical and vocational education, or to begin their working life with a broad general cultural base.

In the last two school years, the options for the school leavers of the different levels within this subsystem were the following:

Elementary school graduates had the possibility to enter any

kind of Lower Secondary School, Polytechnical School or Teacher Training and In-Service School.

- Lower Secondary School graduates, in general, had the choice of entering Preuniversity Institutes, the "Manuel Ascunce Domenech" Detachment, which is made up of students (10th grade graduates) included within the Secondary Teacher Training Plan and where a study-work (teaching) regime is applied, and technical and vocational education.

As of the 1977-78 school year, with the implementation of the Plan for the Improvement of the System, compulsory education will be raised from 6th to 9th grade, as will the required level for admission into technical and vocational training.

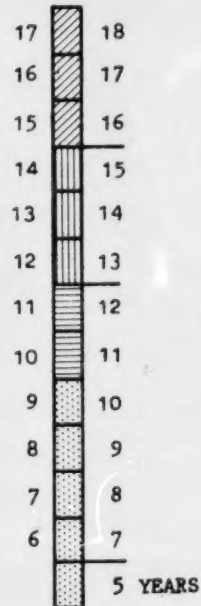
Furthermore, possibilities have existed in different grades of lower secondary school to pass into other types of education providing technical training. Such are the three and four year courses offered by Technical and Vocational Education in Polytechnical Institutes to 8th and 9th grade graduates; two and three year courses offered in Polytechnical Schools for 7th and 8th grade graduates; foreign language courses for 9th grade graduates, which prepare language teachers and translators; technical training courses in other agencies for 9th grade graduates:

It must be pointed out that, while the admission level to the Camilo Cienfuegos Military Schools is being steadily raised, in the 1975-76 and 1976-77 school years, 7th grade and 8th grade graduates, respectively, were admitted into these centers.

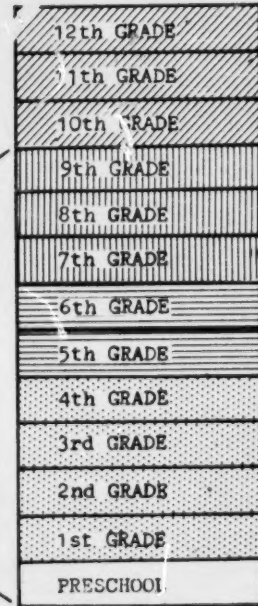
- Preuniversity graduates had the opportunity to undertake any kind of higher education studies (see appendix 2). Each school year begins on September 1st at all levels of General Polytechnical and Shop Education. It lasts forty five weeks for students and forty eight weeks for teachers.

In General Polytechnical and Shop Education evaluation is a systematic and constant activity, carried out in two different ways, starting with the teacher's observation and analysis of the student's activity and development and culminating with the testing of the assimilation of the knowledge and the degree of development of skills and habits. Evaluation is conducted through quizzes (systematic control), test exercises and regular tests in elementary school; and

STRUCTURE OF GENERAL POLYTECHNICAL AND SHOP EDUCATION

ADEQUATE
AGE

COMPULSORY EDUCATION



1st cycle 2nd cycle 1st cycle 2nd cycle

SECONDARY EDUCATION

ELEMENTARY EDUCATION

The structure of General Polytechnical and Shop Education is in keeping with the formula:
6-3-3

Preschool grade is taught in elementary schools or in nursery day care centers

quizes, partial control and final exams in secondary, all of which may be carried out in various forms: oral, written, graphic and practical.

Pupil evaluation takes into account the learning process as well as the results obtained at the end of the established periods: four in elementary school and two in secondary. At the elementary level evaluation places an emphasis on the first aspect.

At the elementary level pupil promotion is determined by the quality achieved in the mastering of the grade objectives. From 1st to 4th grade, the pupils keep the same teacher.

The final exams for the terminal grade of a level are unified nationwide.

Study Programs

As provided under the Plan for the Improvement and Development of the National Educational System and according to the scientific forecast made to this end, a working plan was implemented according to which the General Office of General Polytechnical and Shop Education was responsible for the elaboration of programs, textbooks and methodological guides and materials.

In order to fulfill this objective, working teams were set up to carry out the task entrusted, by subject and grade. These teams were made up of specialists and school teaching staff, advisors and teachers of well-known experience in the educational field.

When needed, collaboration of outstanding writers, scientists and university professors was lent.

In the development of the work the following tasks were accomplished:

- Elaboration of a system of concepts
- Organization of the concepts in line with the basic didactic principles of socialist pedagogy
- Elaboration of programs by grades and subjects
- Elaboration of textbooks and other additional materials
- Drawing up of methodological guidelines
- Assessment of materials through the matrix method.

Fulfillment of the working plan has been classified as satisfactory in its various aspects.

The disciplines approved for the subsystem, as well as the introduction of each one into the different grades of the

general curriculum are shown in appendix 3. All these disciplines are compulsory, except for Electives where each student chooses the course he is interested in, though once the selection is made, attendance is compulsory.

TEACHER TRAINING AND IN-SERVICE EDUCATION

Teacher training admission requirements

Until the 1976-1977 school year the admission requirements for a teacher training school was 6th grade completed. Secondary teacher training was undertaken by preuniversity graduates and 10th grade graduates who continued their general education studies while training as teachers. The latter, known as the Pedagogical Detachment was created as a means of solving the ever increasing demands for general secondary education teachers.

Another detachment was organized for Technical and Vocational Education, made up of students training to be teachers in the different technical branches.

Taking into account that in our society a teacher must have certain conditions guaranteeing a comprehensive training, it has been established that for entering these centers the students should fulfill some specific requisites: a good academic record; to satisfy the social demands that from the political, ideological and moral point of view are required to be a teacher; to have a good attitude toward study, work and other activities of the school and the community, and to have no physical or speech handicaps that may hinder the exercise of the teaching profession.

Besides elementary and secondary teacher training, the training of teachers for polytechnical schools of technical and vocational education has been also implemented. Admission to these centers is granted to polytechnical school students who have passed their penultimate year and whose political, ideological and moral conditions guarantee the general and technical preparation required to receive the pedagogic training, to continue studying in a higher level institution and to exercise the teaching profession in a polytechnical school.

Kinds of Teacher Training Institutions

According to the demands of the curricula of each level,

STRUCTURE OF THE SUBJECTS CORRESPONDING TO THE GENERAL EDUCATION CURRICULUM												
INTRODUCTION SCHEME												
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Spanish	x	x	x	x	x	x	x	x	x	x	x	x
Reading	x	x	x	x								
Literary Reading					x	x						
Literature							x	x	x	x	x	x
Mathematics	x	x	x	x	x	x	x	x	x	x	x	x
History				x	x	x	x	x	x	x	x	x
Social Sciences				x					x			x
Geography					x	x	x	x	x	x	x	
Natural Science			x	x								
Biology					x	x	x	x	x	x	x	x
Physics							x	x	x	x	x	x
Chemistry								x	x	x	x	x
Technical Drawing							x	x	x			
Shop Education	x	x	x	x	x	x	x	x	x			
Foundations of Contemporary Production Astronomy										x	x	x
Plastic Arts	x	x	x	x	x	x						
Dance and musical Education	x	x	x	x								
Foreign Language					x	x	x	x	x	x	x	x
Physical Education	x	x	x	x	x	x	x	x	x	x	x	x
Technical-Military Training											x	x
Elective										x	x	x

there are different kinds of teacher training institutions. On the secondary level the fundamental institutions are the Pedagogical Schools, where elementary teachers are trained. Secondary teacher training is carried out in the Institutes of Education.

There are also General Institutes of Education where the different specialties corresponding to the subjects taught in General Secondary Education and in Pedagogical Schools are given.

There is also an Institute of Education for Technical and Vocational Education where teachers of technical subjects are trained for the different specialties of that educational subsystem, and a Foreign Language Institute of Education for training teachers, translators and interpreters in different languages needed by the country (in the latter students are of secondary level at present).

Instructor training for Technical and Vocational Education is carried out in pedagogical centers attached to polytechnical institutes and centers of the country.

Training level of the different teacher categories

Pedagogical schools: the curriculum of these schools provides the future elementary teacher with a lower secondary school level besides the training he receives in the aspects relative to his profession.

Institutes of Education: The level acquired by the students of the Detachment at the end of their studies is very close to that of University, with a two year expansion plan for completing this level. The guided course graduate completes his studies with a university level.

Pedagogical Centers attached to polytechnical institutes and centers: Technical subject teachers graduated from these centers have the possibility of pursuing their different specialties in the Institute of Education.

Duration and basic content of the training

Pedagogical Schools: Elementary teacher training lasts five years.

The curriculum is structured in the following three cycles: social and political cycle, general training cycle and professional training cycle. This curriculum provides elementary teachers with a scientific and pedagogic training con-

sonant with the approaches of our socialist pedagogy. During the last two school years, the content of the subjects making up the professional training cycle has undergone amendments in order to adapt elementary teacher training to the changes carried out within elementary education under Plan for the Improvement of the Educational System. Furthermore, practice teaching is part of the students' training and it is organized as following:

- Observation practice
- Analysis of the classes observed
- General teaching and educational activities in elementary school

Observation practice and analysis of the classes observed are carried out during both 3rd year semesters and practice teaching is continued in the 4th and 5th year, in the former for a semester, alternating with a semester of classes and in the latter during the whole year, while the students continue their studies by means of guided courses.

Institutes of Education: In these institutions two types of courses are given: regular and guided courses. During five years the regular courses train teachers for all specialties in general education. Each year is divided in two semesters of 18 weeks of classes and 4 exam weeks.

The Manuel Ascunce Domenech Pedagogical Detachment is made up of the students of these courses, who, besides studying do their practice teaching during the first three years in Lower Secondary Schools in the Countryside and during 4th and 5th years in preuniversity institutes in the Countryside. The curricula content of this type of course is structured in the following three cycles:

- a) Social political cycle in which Marxist-Leninist Philosophy is taught.
- b) Psychological-pedagogical cycle which includes 18% of the total curriculum hours and that together with the practice teaching makes it possible to train a teacher with the pedagogical level required.
- c) Specialty cycle which represents about 65% of the curriculum and is basically aimed at training a university level graduate.

In the Institutes of Education, besides all other specialties, the students take three years of foreign language. The other type of course developed by the Institutes of Education is the guided course, which is aimed at providing the working teachers with the required qualification in all gen-

eral education specialties, except Shop Education. Students take psychological-pedagogical subjects and others related to their specialties for five 2-semester years with an average of three subjects a semester.

Pedagogical Centers attached to polytechnical institutes and centers: The students of the Pedagogical Detachment, in their first year are taught the subjects needed for completing their technical training and in the other three years of their studies they receive the pedagogical training that will form them as teachers of technical subjects. During this period the student-workers devote 16 hours a week to study and the rest to work as instructors in polytechnical schools and centers.

The basic content of the curriculum is the following: a cycle of basic subjects and general training which guarantees articulation with the higher level; a pedagogical cycle necessary for teaching work; and a cycle of technical subjects related to the specialty the student will develop as a future teacher.

Measures taken for teacher in-service education and existing possibilities

The objectives of the work of teachers in our country (to transmit knowledge, develop attitudes, form habits and educate man for a useful social life) indicate to us the great importance of their work and the significant role they play in our society.

The Thesis on Educational Policy passed by the First Congress of the Communist Party of Cuba in relation to teachers points out: "Due to the nature of his function, his continuous contact with students, the prestige he enjoys because of his knowledge and experience, the teacher is like the image of society. His pupils tend to imitate him. That is why his scientific and technical-pedagogical training, his moral and political-ideological attitude, his behavior and personal habits should be consonant with the high mission assigned to him by society".

In order to fully accomplish his task, the teacher has the duty and obligation of improving his permanent work, for which different measures aiming at this end have been taken by the Ministry of Education during all these years. In the organizational aspect it has been determined that teachers devote part of their working week to methodological preparation and in-service training.

Methodological preparation is a pedagogic activity of great importance which promotes the study of the science of education among teachers and contributes to deepen theoretical and practical foundations as well as to the analysis, discussion and creative contribution of teachers in the educational field, thus raising their scientific level. This work has been systematically carried out in schools through the administration, grade or subject groups.

In-service training is carried out by means of programs controlled by the Ministry of Education and it comprises the following:

- Methodological preparation and in-service courses and seminars for the guidance of new and transitional programs, which are aimed at supplying the preparation required by the teaching staff who will apply the new and transitional programs, providing them with the new contents and methods to be applied in the teaching-learning process of the pupil.
- In-service and up-grading courses for methodologists, supervisors, teachers of In-Service Education Institutes, principals, vice-principals and teachers in order to achieve greater theoretical and practical profundity in the content of educational and teaching work, with a view to improving the Subsystem of General and Special Education permitting the consistent guidance, leadership and scientific fulfillment of the work on the basis of Marxism-Leninism and the guidelines derived from the documents passed by the First Congress of our Party. The courses are carried out every two weeks in the schools and teachers alternate them with methodological preparation.

Besides these two fundamental activities, there are others such as:

- Short up-grading courses with socialist specialists.
- Pedagogical Seminars, where the best experiences and achievements of teachers and schools during a given period of time are presented for their study and analysis. These events are attended by teachers, principals, educational leaders and community representatives.
- Seminars on Marxist-Leninist philosophy and pedagogy to raise the pedagogical and ideological level of teachers.
- Publication of specialized magazines and bibliographic information materials necessary for the development of the activities carried out by leadership, technical and teaching personnel. Among these, we can mention Education mag-

azine, a quarterly publication supplying articles and general information about the educational movement throughout the world and in our country and summaries of educational books, magazines and news.

- Telelessons, that are given by the In-Service Education Institute to support the in-service training of principals, vice-principals and teachers.

PART II. EDUCATIONAL MOVEMENT FROM 1974-76

DEVELOPMENT OF THE SYSTEM

The 1974-76 educational movement can be briefly summarized in the evaluation of the fundamental tasks corresponding to this period. These tasks were the following:

- To raise the quality of every aspect of educational services. To give prime importance, within this task, to all activities related to the Plan for the Improvement of the National Educational System.
- To organize the life of the schools adequately, particularly the educational and teaching process. To hold principals fully responsible for the fulfillment of this task.
- To strengthen formative work with our children and youth. To make a correct use of the educational and teaching process in order to develop in them a sound Marxist-Leninist concept of nature, society and thought.
- To deepen the study of Socialist Pedagogical Sciences based on Marxism-Leninism. To materialize its principles in the daily work that teachers and educational technicians carry out.
- To develop consistently teacher training and in-service education plans for all types and levels of education. To advise systematically the educational and teaching work done by the student-teachers of the Pedagogical Detachments.
- To improve the implementation of the study-work regime. To summarize and generalize the best experiences achieved in the practice of this revolutionary pedagogic concept.
- To comply with the regulations governing the relationship between the Ministry of Education and the local organs

of People's Power

- To carry out the supervision plan of the National Offices of the Ministry of Education to better the methods of leadership and control. To implement the fulfillment of systematic supervision.
- To fulfill strictly the calendars, curricula and programs and all other basic documents that regulate the educational and teaching process in the different types and levels of education.
- To study the content of the General Instructions of the Minister and all other basic documents about planning, and to put them into practice in close relation to the Education and Scientific Workers' National Trade Union, the Union of Pioneers, the Secondary Student Federation (FEEM), the University Student Federation (FEU), the Federation of Cuban Women (FMC), the Central Organization of Cuban Trade Unions (CTC), the Committee for the Defense of the Revolution (CDR) and the National Association of Private Farmers (ANAP).
- To redouble efforts to guarantee that the quality of work and, in particular, the fulfillment of the tasks needed for the improvement of the System, be a worthy homage to the First Congress of the Communist Party of Cuba.

The results achieved in the principal indices of school effectiveness are evident in the following data:

Enrollment

Initial 1975-76 school year enrollment exceeded the previous year's by about 300 000 students, numbering a total of 3 244 275 in all types and levels of education. Elementary education dropped by about 1000 pupils, while in Secondary Education an increase was registered of more than 100 000 students in comparison with the previous school year, reaching a figure of 556 527 without taking into account the schools attached to other agencies such as the National Institute of Sports, Physical Education and Recreation, the Childhood Institute, the Public Health Ministry, the military schools and so on.

The fundamental increase on the Secondary level was registered in lower secondary school with 82 792 students more than in the 1974-75 school year. Technical and vocational education and preuniversity education registered an increase of 19 803 and 7 357 students respectively.

In general, adult education enrollment has increased on all its levels, especially in the Secondary Courses and the Worker-Farmer Preparatory Faculties.

Schooling

Age	School year 1974-75	School year 1975-76
6 - 12 years	98,4%	98,5%
13 - 16 years	74,9%	78,3%
6 - 16 years	91,5%	92,2%

Retention

Education	School year 1974-75	School year 1975-76	Variation
Elementary	97,5%	98,0%	0,1
Lower Secondary	93,5%	93,3%	0,2
Preuniversity	95,5%	96,6%	0,7
Technical and Vocational	82,5%	83,3%	0,8
Elementary Teacher Training	90,2%	94,5%	4,3

Promotion

Education	School year 1974-75	School year 1975-76	Variation
Elementary	92,5%	97,2%	4,7
Lower Secondary	94,4%	96,2%	1,8
Preuniversity	95,2%	95,9%	0,7
Technical and Vocational	94,5%	96,1%	1,6
Youth Movement			
(1st term)	79,7%	88,6%	8,9
(2nd term)	91,1%	96,8%	5,7
Elementary Teacher Training	97,2%	99,8%	2,6
Adult			
(1st term)	75,8%	87,8%	12,0
(2nd term)	88,3%	91,6%	3,3

Concerning the main tasks established and the results achieved in the school effectiveness rates, the Minister of Education, in the Summary of the Ministry of Education Annual Work corresponding to the 1975-76 school year, expressed the following:

"We must recognize that this school year has demanded of our students and educational workers a significant effort since we have had to tackle simultaneously the tasks required by the institutionalization of the country and the Plan for the Improvement of the National Educational System.

In recent speeches, our Head of State Fidel Castro Ruz, has referred to the efforts the Cuban Revolution has made to better educational services and, in assessing the work done he has shown qualitatively and quantitatively positive figures; this stimulates us and commits to deepening even more every aspect of our work.

We must keep in mind that to attain the communist formation of the new generations and to develop an educational process in correspondence to the increasing cultural and scientific-technical demands of the society we are building, it is necessary to evaluate objectively the results of our work and to specify, in such an analysis, the real nature of the deficiencies that may adversely affect the integral formation of our children and youth, that is, we shall advance to the degree that we are able to detect our deficiencies and work in an organized manner to eliminate them."

The following are some prospective lines of development of the subsystems of education.

Development of the Subsystem of Teacher Training and In-Service Education

The improvement of the educational system in our country demands a systematic development of its steps, with teacher training being one of the most important in line with the changes being operated.

As a result of the growing development of the educational process and in order to meet the demands evolved from the new curricula in primary and secondary education, as of the 1977-78 school year admission to Teacher Training Schools will require a 9th grade diploma, i.e., those who have finished lower secondary school, and admission to the Pedagogical Detachment (Institutes of Education) will be given to preuniversity graduates to train higher level teachers. In both cases the curricula will be four years. Plans for the five year period include providing all elementary teachers with their degrees. This will be done through a crash plan to be developed in two stages:

- 1) during the 1976-77 school year in an experimental way in Havana and Matanzas provinces;
- 2) during the 1977-78 school year it will be spread to all provinces.

This plan will guarantee that all elementary teachers in our country have their degrees by the beginning of the 1978-79 school year.

All the work to be done in the next few years is aimed at satisfying the demands of our society, given the social, scientific and technical progress transforming the educational content of the Cuban school.

Development of the Subsystem of Technical and Vocational Education

The gradual development of Technical and Vocational Education in keeping with the plans of economic, political and social development, is reflected in the increase in enrollment, including in workers courses.

These studies are carried out in 180 schools, which according to their training level, are classified as following: Polytechnical Schools for skilled workers and Polytechnical Institutes to train medium-level technicians. There are schools linked to production centers where the equipment and means of production are used for training the students. As of the 1975-76 school year, the main task of the subsystem of Technical and Vocational Education is its own upgrading within the Plan for the Improvement of the National Educational System. This task is carried out by three main activities:

- 1) exhaustive analysis of the curricula and programs of the different specialties;
- 2) writing of curricula and programs according to the diagnosis results;
- 3) writing of textbooks according to the diagnosis results.

The improvement of the subsystem will be carried out until the 1980-81 school year, when all specialties are to be diagnosed and with new curricula and programs in line with the development of our country, the work will be carried out through the division of the specialties into four groups. The diagnosis of the first group has been concluded recently from which new curricula, programs and textbooks

are now being written, which will be put into effect in the 1977-78 school year. At the same time the diagnosis of the second group of specialties is being done. The writing of textbooks is a main priority within the improvement plan; authors teams continue writing the necessary textbooks and other teaching materials under the guidance of methodologists from the National Office. These teams are made up of the most experienced teachers. All this work does not stop the daily improvement of the organization and development of the teaching and educational process in Technical and Vocational Education, through instructions to this end and an analysis of the results of the work.

The union of study work which forms part of the curricula structure, allows the students to be linked from the beginning of their studies to production and services activities according to the characteristics of the specialty they are studying, keeps them in touch with the continuous advance in technology and incorporate them gradually into more complex work, always in keeping with the knowledge acquired. As a result, the planning, organization and attention to the linking of study and work constitutes a permanent task in Technical and Vocational Education.

One of the main tasks of Technical and Vocational Education is that of giving attention to the Work-Shop Schools, which are attended by school age students (13-16 years old) outside the educational system. These schools are designed to link these students again to study, in order to increase their schooling level and give them a trade. If they reach working age while studying (17 years old), they go into production. If not, when they finish their study, period in these centers they enroll in a polytechnical school, thus becoming part of the regular system of education again.

The economic development of the country and the advance in technology and science demand that through the study and work system, workers pursue technical upgrading studies directly linked to their job. In compliance with the application of the state policy concerning the Technical Training of Workers, the Ministry of Education is in charge of directing methodologically the technical training courses, which within the system, are under the responsibility of Technical and Vocational Education.

Development of the Subsystem of Adult Education

Ministerial Resolution No. 654, October 1976, establishes

the guidelines for the application of the Improvement Plan in the Adult Education Subsystem.

According to this resolution the structure of Adult Education in Cuba is as follows:

Worker-Farmer Education (EOC) four semesters

Worker-Farmer Secondary (SOC) four semesters

Worker-Farmer Faculty (FOC) six semesters

Language schools for workers

Special courses.

The main objectives of Adult Education are:

- To facilitate the development of the general culture of persons with a low educational level, in order to achieve more effective social communication and active participation in the building of socialism.
- To guarantee the general basic preparation necessary to carry out technical job training studies of different types and levels.
- To contribute to the multilateral formation of the communist personality of workers, farmers and housewives, educating them in the Marxist-Leninist world view and the moral and ideological convictions of our society.
- To enable the students who for different reasons did not finish their studies in the General Education Subsystem, to complete them to the compulsory education level.
- To facilitate the development of students' spiritual needs, broadening their cultural horizon and encouraging their cognitive interests.
- To encourage the students to continue their education through self-study using the different forms organized in the country.
- To provide a knowledge of foreign languages as a means of social communication, working tool and self-training.

At present, the battle for the sixth grade is taking place in our country, an educational movement encouraged by the Central Organization of Cuban Trade Unions and the other mass organizations, aimed at assuring all workers a sixth grade level within the present 1976-80 five year period. Together with this mass movement, curricula, programs, textbooks and methodological guides for elementary adult education have been improved.

During the 1975-77 school years the complete institutionalization of Guided Studies in Worker-Farmer Secondary and in Worker-Farmer Faculty was achieved, having obtained satis-

factory results with 20 000 students.

Worker-Farmer Education (EOC) is elementary education for adults, and it covers four courses, each one corresponding to a school year semester. Worker-Farmer Education will be articulated with Worker-Farmer Secondary, technological schools and other training courses which require this admission level.

Worker-Farmer Secondary (SOC) is basic secondary education for adults, and in four semesters it provides their graduates with a school level equivalent, in the main, to the lower secondary level of general education, which is similar to that of nine year compulsory education. Worker-Farmer Secondary will provide the general culture necessary to enroll in technological centers and other courses that train skilled workers and middle-level technicians. It will also be articulated with the Worker-Farmer Faculty.

Worker-Farmer Faculty (FOC) is the higher secondary level for adults and provides in six semesters the general basic education, equivalent to preuniversity of general education, necessary for those workers who want to enroll in higher education and continue studying according to the requirements established. Two of the semesters (1st and 2nd) have been integrated into the Worker-Farmer Faculty according to the modifications in the structure of the Adult Education Subsystem.

Special plans in adult education. Due to the characteristics of certain jobs which limit the possibilities of regular courses, new study forms have been created for these workers, which are grouped in special plans. They are carried out in live-in non live-in schools of the Communist Party of Cuba (PCC), the Young Communist League (UJC), in mass organizations and production agencies, in classrooms of the Merchant Marine, the National Fishing Institute, in the penitentiary schools and others. These courses have the same programs established for each level of Adult Education.

Language Schools. In compliance with Ministerial Resolution 704/75, work for improving foreign language teaching in Language Schools has been carried out.

This work was done after an exhaustive analysis of the effectiveness of the process in such centers, making it possible to detect existing deficiencies concerning the treat-

ment of language communication processes: hearing, oral expression, reading and writing. Therefore, the elaboration of a new curriculum was undertaken which provides for 640 class hours instead of the previous 480; the increase of the weekly frequency from 4 to 8 class hours; the specification of the social task required of Language Schools and, as a consequence, the formulation of the objectives and tasks which these centers had to fulfill in order to satisfy it; the preparation of new curricula and methodological guidelines, whose contents would be in accordance with socialist pedagogy and psychology, the advanced criteria of contemporary linguistics and in direct relation with the laws and categories of the general science of Marxism-Leninism. In this way the principle of inseparableness of the content, the method and teaching aids was fulfilled in relation to the object of study: the foreign language.

Development of Special Education

The work developed in the last years in Special Education laid the basis for achieving positive results in 1976. In the improvement plan work was continued on the revision of curricula projects, on the elaboration of program development schemes and on organization of work measures in schools.

The promulgation and application of Ministerial Resolution 112/76 has been a decisive factor in the development of this type of education, since it has established the re-evaluation, carried out by teachers of elementary first grade students who didn't fulfill the objectives of this grade, and research to guarantee special attention for those children who require it, in other words, to take another step forward in the improvement of the national system of education.

Another measure adopted was the promulgation of Resolution No. 704/76 of the Ministry of Education which covers the organization of 7th grade in the training of deaf and hard-of-hearing students; with this aim, a classroom for this grade was created in Sierra Maestra No. 1 Special School located in the city of Havana, which meant a step forward in this type of education in our country.

The number of schools in this 1976-77 school year is 162 with an enrollment of 13 542, which represents 8.5% over last year's enrollment.

This quantitative advance has been developed together with an improvement in imported teaching aids, but there are

still difficulties due to the shortage of specialized personnel, and inadequate premises which lack space for shop education, a garden, physical education and sports.

PSYCHOLOGICAL AND PEDAGOGICAL RESEARCH

During the 1974-1976 biennium, the Ministry of Education organs and the Institutes of Education continued carrying out pedagogical research according to the plan approved by the Minister in response to a proposal made by the Educational Development Center. Since November 1976 this organ has become the Central Institute of Educational Science, an institution attached to the Ministry of Education. This institute is the higher scientific organ of the Ministry and exerts, on behalf of the Ministry, the leadership, development and control of the theoretical-practical scientific activity carried out by the agency, particularly, in connection with educational science studies and research.

The Central Institute of Educational Science is the science and technical unit of the Ministry of Education as provided for by Resolution No. 3/77 of the Science and Technical State Committee, based on Law 1323, November 30, 1976.

The Central Institute of Educational Science, according to an agreement with the Educational Science Academies of the USSR and the GDR, will carry out joint work plans of collaboration and exchange concerning educational research. Under Ministerial Resolution 559/76 the Institute maintains the leadership and control of the Ministry of Education's single Plan of Educational Research, which comprises 43 themes on the following problems:

- a) Problems concerning the improvement of the content and forms of Communist Education
 - Formation of students' communist ideology
 - Process of formation of students' moral conscience. Formal Education
- b) Problems concerning the improvement of the content, methods, forms and means of General Education
 - Experiences in the introduction of the new content of general education. Ways for improving educational content
 - Educational content and increase of the educational function of teaching
 - Teaching methods. Comparative effectiveness of teaching methods

- The lesson as the principal form of the organization of teaching in the school. Questions about the organization of the individual work of students in laboratory practice classes, seminars and field trip
 - Control and evaluation of the quality of the pupil's assimilation of knowledge and skills as a condition for increasing teaching effectiveness
 - Didactic questions on the creation and utilization of school equipment. Technical teaching aids
- c) Problems concerning the improvement of the implementation of the study-work principle
- Pedagogical, psychological and economic foundations of the organization of pupil work activity
- d) Problems concerning the improvement of Technical and Vocational Education
- Structure and content particularities of general education in technical and vocational education schools
 - Structure and content of skilled workers training according to job groups
- e) Problems concerning the improvement of the Pedagogical and Psychological Foundations of the Training of School Age Children
- Increase of effectiveness of preparation of children for school
- f) Social and pedagogical problems related to Adult Education Improvement
- Improvement of Adult Education System
- g) Problems concerning the improvement of the Subsystem of Teacher Training and In-Service Education
- Problems of teacher training
 - Automated leadership systems
- h) Special Research
- Methodological problems of Pedagogy
 - Guided courses for Cadres of the Communist Party of Cuba

The Central Institute of Educational Science, guarantees the control of this unified planning and facilitates the line prospective development of the activity.

Under Ministerial Resolution 597/76, the Institute maintains control over the application of the "Guiding documents

of the Ministry of Education for scientific-methodological work of a theoretical-practical character".

DEVELOPMENT OF THE SERVICES CENTERS AND INSTITUTIONS RESPONSIBLE FOR EDUCATIONAL DOCUMENTATION AND INFORMATION

In our country, educational documentation and information services are the responsibility of the Center of Educational Documentation and Information. This information institution was created in April 1960 and has subsequently undergone transformation and strengthening until the present moment, when it comprises a broad network of institutions scattered throughout the different provinces and municipalities of the country. Its main objective is that of disseminating educational knowledge and organizing the information service in the field of pedagogical science and the educational sector.

This body depends on the Central Institute of Educational Science and constitutes an integral part of the National System of Scientific and Technical Information. The Center, in turn, belongs to the network of national educational documentation centers of the International Bureau of Education (IBE), with headquarters in Geneva, Switzerland.

As a sectorial body, the Center of Educational Documentation and Information has at its disposal an information and reference fund of national and foreign bibliographic and audiovisual materials relative to education and related subjects. It supplies information and reference services to group and individual users in two different ways: by means of the selective dissemination of information, and in response to specific demands.

The Center prepares, prints and publishes different informative publications. The Center is also responsible for the methodological leadership, organization and control of the branch subsystem of educational information and the attention to its improvement.

The national network supplies services to the Central Agency as well as to its provincial and municipal structures. This network includes the following elements:

1 National Documentation and Information Center (axis of the system).

14 Provincial Departments of Educational Research, Documentation and Information. This provincial structure is responsible for the tasks emanating from the Central Insti-

tute of Educational Science.

26 Municipal Centers of Educational Documentation and Information (at present undergoing expansion according to the new structure and existing possibilities).

8 Centers of Educational Documentation and Information of the Institutes of Education.

21 Centers of Educational Documentation and Information of the Pedagogical Schools.

22 Information Bureaus of Technical and Vocational Education.

4 Specialized Centers and libraries.

The raising of the quality of educational services and, particularly, the Improvement of the Educational System, has been the main line of work of the Ministry during this biennium. In keeping with these directives, the organization of the specialized information supplied by the National Center and its network of municipal and provincial centers has improved, according to the needs emerging from the implementation of the new political-administrative division and the local organs of People's Power in the country.

The Plan for the Improvement of the Educational System has introduced important changes both in the structure and functions of the educational documentation and information network.

This structure envisages a Department of Educational Research, Documentation and Information in each province, which will be in charge of the educational research being carried out, and the documentation and information services. Each Provincial Department has begun to conduct psychological and educational research in keeping with the plan approved by the Central Agency. This important work is supported through the supplying of bibliographic materials such as base and standard documents, curricula, programs, planning documents, historical and educational sources and other important scientific sources.

Efforts have been made to provide leadership, technical and teaching personnel with all the material necessary for the development of their activities. The teacher, as a decisive element in the teaching and educational process, receives special attention from the different units constituting the national network of educational documentation and information.

The activities carried out by documentation centers are conceived in relation to the necessities and educational objectives of each school year.

As to work methods, different standards and regulations have been drawn up aimed at improving the stages of scientific and informative activity: collection, analysis, processing, storing, retrieving and dissemination of information.

Among the work standards and procedures established, there is a methodology which makes it possible to evaluate systematically the usage of bibliographic and audiovisual material. This methodology has facilitated the reception and consolidation of national data which expedite analysis and decision-making. Another standard document prepared is a methodology which regulates the flow of information sources between the Center's departments and teams.

Practical procedures have also been established to determine the users' profiles of interest at different levels. This has made feasible the application of selective dissemination of information.

Methodological work is carried out by a control and scientific-methodological team which draws up the standards, rules and regulations, procedures and work methods of pedagogical-informative activity. Each of these aspects is analyzed and approved by a technical board, made up of the most highly qualified personnel of the Center. Activity planning and control is common to all units forming the educational documentation network. Supervision, Control and Aid Visits are carried out regularly, as well as seminars and national meetings.

The training of the personnel working in documentation centers is also an important form of methodological work. In 1970, a three-year guided course was initiated to train the working personnel as information workers. This has increased the quality of the services provided to users and facilitated a better organization of the materials.

The Center has a system of publications aimed at disseminate the technical-educational advances which take place throughout the world, by means of monographies, abstract magazines, subject bibliographies, reports, news and other publications.

The National Center has a translation department which makes possible the processing of bibliographic material received in foreign languages. Some progress has been made in the translation of materials in Russian, English, German and French, but is still not possible to cover completely all educational publications in foreign languages.

During this period, the conditions of the library-museum, which holds the educational works used in different stages of Cuban education, have been improved. This library possesses a collection of books, pamphlets and magazines which facilitates historical-educational research carried out by specialists who study our education.

Modern documentation centers have been built in the new pedagogical schools. These centers have spacious premises with the equipment and furnishings necessary for the development of their activities. The area of these centers includes: a library, a periodical library, audiovisual services, reproduction services and study cubicles.

Some changes in the structure and functions of the network of documentation centers have taken place during the 1975-77 biennium. In this period, outstanding works and publications have been prepared. Among the most significant activities are the following:

- . Establishment of a new structure in the National System of Educational Documentation and Information
- . Improvement of the methodology of work in educational-informative activity
- . Broadening and improvement of the system of informative publications
- . Writing of abstracts on the development of education in Cuba, as well as monographies comparative education with the educational systems of other countries
- . Compiling and preparation of the National Educational Bibliography for its publication
- . Preparation and publication of guided course books for technical personnel of the educational documentation and information network
- . Broadening of the present collection of epigraphs of educational terms and revision of the educational vocabulary for preparing a National Thesaurus of Education in this specialty.

Prospects of Development

The Center of Educational Documentation and Information, as a part of the educational system, requires that its services and work methods be improved in order to better the quality of the educational services and to support educational research. Consequently, the following long-range objectives have been set:

- To improve the educational information system in keeping with the Improvement of the National System of Education
- To introduce on the different levels of the educational documentation and information network new methods which would facilitate scientific-informative activities
- To complement the network with new municipal educational documentation and information centers, according to the new structure and the existing possibilities
- To disseminate the technical-educational advances which take place throughout the world and the results and achievements of the educational research carried out in our country
- To broaden exchange and cooperation with similar documentation and information institutions, both national and international
- To mechanize bibliographic processes and to lay the basis for automating information processing.

DOCUMENT REFERENCES

Main legislative documents and Rules and Regulations corresponding to 1974-76 education

LAWS	DATE	SUBJECT
No.		
1306	7.28.76	To attain the aims of improving the National System of Education, particularly, in the Higher Education Subsystem, it is advisable to separate the functions of this educational level, which to date have been the responsibility of the Ministry of Education. This Law stipulates the creation of the Ministry of Higher Education which, as a leadership body, will be entrusted with carrying out the state policy relative to Higher Education, both in the centers directly subordinate to it and in those attached to other agencies. It will provide methodological, technical-teaching and administrative leadership to universities, institutes and centers of higher education directly subordinate to it and in the case of centers subordinate to other agencies, it will provide the methodological leadership.
1307	7.28.76	Establishes the structure of specialties and specializations for Higher Education, organized in fifteen groups corresponding to the main lines of economic-scientific, cultural and social development of the country. Establishes the types of centers constituting the Higher Education network, which are the following: University, Higher Polytechnical Institute, Higher Institute and University Center. These four types of centers can be either branches or teaching units under their jurisdiction.

1323	11.30.76	Determines the general structure of state central administration and establishes the basis for its organization and functioning. Article 71 establishes that the Ministry of Education is the agency responsible for directing, executing and controlling the application of the Government and State educational policy, excepting in Higher Education. The third temporary provision of this law establishes that "until the Rules and Regulations corresponding to an agency are passed, the person responsible for the same will determine the resolutions and provisions he considers necessary for the application of the structure and the fulfillment of the functions established by the Council of Ministers in relation to the agency".
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RESO-
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DATE

SUBJECT

No.

1	11.30.76	Approves the functions, structure and personnel of the State Central Administration organs and, among them, those corresponding to the Ministry of Education.
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MINIS-
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DATE

SUBJECT

No.

127	3.18.75	Provides for the creation of the School of Modern Languages in the Faculty of Humanities, University of Havana, which will assume the functions for the development of Russian, English, German and
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French literature according to the curricula approved for them, in the specialties of Translation, Translation and Interpretation, and Linguistics.

- 128 3.18.75 Provides for the official creation of the Mining-Metallurgic University Branch, attached to the University of Oriente, where the following careers will be studied:
 Geologic Engineering
 Mining Engineering
 Mechanical Engineering
 Chemical Engineering
 Electrical Engineering
 Economy
- 210 4.23.75 Stipulates all changes necessary for establishing the structure of the General Education Subsystem, as part of the Plan for the Improvement of the National System of Education. Establishes the transitional scheme of the General Education Subsystem for the next five year period. Determines the grades and subjects to undergo changes until the 1980-81 school year, as a result of the introduction of new and transitional programs.
- 211 4.23.75 Resolves to create a Coordination Committee for the Improvement of the General Education.
- 249 6.10.75 Resolves to classify polytechnical schools in three groups: Universal, the aim of which is to train skilled workers in industrial and agricultural specialties, in accordance with the needs of the region, as well as administrative workers. Mixed, the aim of which is to train skilled workers in specialties relative to one or various branches, together with common specialties. Specific, the aim of which is to train skilled workers in those specialties relative to a specific economic branch.

- 285 6.19.75 Stipulates that the General Office of Political and Out-Of school Activities, through the Department of Marxism-Leninism Teaching, should organize the training of teachers for this subject in three broad areas: Philosophy, Political Economy and Scientific Communism. The curriculum will be given in the National Marxism-Leninism Teacher Training Center located in Havana and will last four years. Admission to this course will be open to teachers from all over the country, in elementary of secondary level of all types of education to cover the 115 first year openings, provided they meet the established requirements.
- 298 6.26.75 Officializes the creation of the "John Reed" Language Teacher Training Institute in Camagüey. This institute will be governed by the technical standards regulating the organization, curricula, pupil evaluation, technical aid and in-service education of teachers in language institutes.
- 325 7.3.75 Stipulates that starting with the 1975-76 school year, in order to pass any of the General Secondary Education grades, it will be necessary to obtain a satisfactory evaluation in all subjects corresponding to that school year curriculum. As a transitional measure, at the end of 1975-76 school year, it will be allowed to pass from one grade to the following one, with the repetition of one subject in the non-terminal grades, both in Lower Secondary and in Preuniversity Education.
- 326 7.4.75 Resolves to extend the entrance and leaving hours of semi-boarded elementary schools from 7:00 a.m. to 7:00 p.m. from Monday to Friday, exclusively for the children of working mothers, beginning on September 1, 1975. The extension of the schedule will be covered by teachers on

contract or teacher's assistants.

- 328 7.7.75 In order to guarantee that students enter university with the conditions required to successfully complete their studies, it is stipulated that during the 1975-76 school year, university admission will be given only to those students whose records are positive in the academic evaluation carried out during the process of university pre-enrollment, and in keeping with the established methodology. This measure is aimed at ensuring the highest effectiveness possible in Higher Education, the optimum quality of graduate and the best use of material and human resources.
- 332 7.12.75 Provides for the creation of Technical and Vocational Education pedagogical units attached directly to the Pedagogical Institute of Technical and Vocational Education in all provinces, but Havana. These units will be responsible for carrying out teacher training, diploma and in-service education courses for Technical and Vocational Education of Higher Secondary Education.
- 408 8.7.75 Provides for the experimental application of the programs, methodology and organization of patriotic-military education, developed during the 1974-75 school year in the German Democratic Republic Pre-university Institute, in Havana province, and in six centers of this same level, located in various provinces of the country. The program will be applied in 11th, 12th and 13th grades with a total of 40 hours in each grade.
- 409 8.8.75 Provides for the creation of computer centers in all provincial offices of education, excepting those corresponding to Technical and Vocational Education and Special Plans, both in Havana, as a requirement of the Improvement of the Na-

tional System of Education in relation to the usage of modern techniques which guarantee higher quality and reliability in the processing of information, the analysis of historical series and the forecast of the future behaviour of education.

- 704 11.6.75 Establishes a commission for studying and writing up all draft documents and proposals related to the Plan for the Improvement of the Subsystem of Adult Education, as well as a special subcommission for studying and drawing up the single leadership project for the language teaching policy and the project on the main guidelines of the plan.
- 705 11.6.75 Stipulates the creation of a commission for studying and drawing up draft documents and proposals for the organization of the Plan for the Improvement of the Subsystem of Technical and Vocational Education.
- 706 11.6.75 Resolves to create a commission which will carry out the study and presentation of the draft structures for the Subsystem of Teacher Training, the national network of corresponding centers and the proposals on the leadership structure of said subsystem.
- 730 11.17.75 Provides for the creation of a commission in the Ministry of Education Central Agency under the leadership of the Central Commission, which will be entrusted with studying the implementation of the institutional changes which will take place in the country, as a result of establishing a new Political-Administrative Division, the organs of People's Power and a new system of economic management which bring about modifications in the organization and functioning of the Ministry of Education. This resolution determines the number and names of the

working groups and commissions according to the nomenclature established.

- 749 12.1.75 Creates Federico Engels, Carlos Marx, Comandante Ernesto Guevara, General Máximo Gómez and José Martí special High Schools in the provinces of Pinar del Río, Matanzas, Las Villas, Camagüey and Oriente, respectively.
- 22 1.16.76 Provides for the creation, at the level of the Ministry of Education Central Agency, a commission whose function is to study the proposal of the tasks to be applied to the Ministry of Education from the Resolutions of The First Congress of the Communist Party of Cuba, and, consequently, to draw up a draft of the general plan.
- 36 1.22.76 Resolves to appoint a commission which -after study and analysis- will propose the measures necessary to put into effect the introduction of computer science and its application to teaching, immediately, in the special high schools and in the long run, to all secondary education schools. The objectives of this commission will be the following: to evaluate the experiences of V. I. Lenin Special High School to determine its strengths and weaknesses; to propose the curriculum for applying the experience to the other special high schools, the computer system and the necessary means, the required buildings and the training of teachers to this end.
- 38 1.23.76 Resolves to set up authors teams with the teachers selected in the Institutes of Technical and Vocational Education for the writing of textbooks which will satisfy the needs of technical subjects in industrial, agricultural, and economic and administration educations.

- 304 5.6.76 Stipulates that the personnel working in educational organs and institutions of all types and levels and, specifically, principals and teachers should devote special attention to all aspects helping to create formal education habits, in children and young people within the educational process and the specific regulations established. Formal education, to the effects of what is stipulated, refers to a person's behaviour in all spheres of life, as a sign of respect and consideration towards all members of the society in which he lives, including correct habits in dressing, speaking, greeting, eating, sitting, standing up when other persons arrive, and many other forms of social life which express a sense of respect and solidarity towards others.
- 346 6.1.76 Authorizes the opening of the specialty, Engineering in the Mechanization of Agricultural Production in the University of Camagüey. Stipulates that Mechanical Engineering Commissions draw up the curriculum for this specialty, in coordination with Agricultural Commissions.
- 358 6.3.76 Determines the proper degrees and/or certificates to enter the centers of Higher Education in the National System of Education.
- 417 7.1.76 Officializes the admission methodology to enter the courses for workers offered by Higher Education in 1976-77 school year.
- 1 1.3.77 Establishes the standards for the application of the structure and the fulfillment of the functions corresponding to the Ministry of Education. These measures aimed at the organization and functioning of the Agency are established, until the final Rules and Regulations are passed, in accordance with law 1323 and the Resolution of the Council of Min-

isters, both dated November 30, 1976.

Main official publications which have appeared on education in 1974-75, 1975-76

Periodicals

Educación (La Habana)

Published by the Ministry of Education.

La educación superior contemporánea: revista internacional de países socialistas (La Habana)

Published by the Ministry of Education.

Eduinformación (La Habana)

Published by the University of Havana.

Revista Referativa (La Habana)

Published by the Ministry of Education.

Sobre educación superior (La Habana)

Published by the University of Havana.

Universidad de La Habana. Ciencia de la educación (La Habana)

Published by the University of Havana.

Other publications

Cuba. Ministry of Education. Ancient world history.

Egypt, Mesopotamia, India, China; 5th grade. [By]

Victoria Martínez Marín y Bárbara Rafael Vázquez. [La Habana] Pueblo y Educación [1976] 218 p.

_____. Ancient world history. Exercise book. [By] Victoria Martínez Marín y José de la Tejera Dubrocq. [La Habana] Pueblo y Educación [1976] 122 p.

_____. Ancient world history. Greece and Rome; 5th grade. [By] Victoria Martínez Marín y Bárbara Rafael Vázquez. [La Habana] Pueblo y Educación [1976] 457 p.

_____. Ancient world history; methodological guide, 5th grade. [La Habana] Pueblo y Educación [1976] 264 p.

- _____. Botany 1; 5th grade. A guide for teachers. [By] Edith M. Santos Palma. [La Habana] Pueblo y Educación [1976] 208 p.
- _____. Botany 1; 5th grade. Exercise book. [By] Margarita Silvestre Oramas. [La Habana] Pueblo y Educación [1976] 151 p.
- _____. Chemistry; 8th grade. [By] Luis García González [et al] [La Habana] Pueblo y Educación [1976] 176 p.
- _____. Chemistry; 9th grade. Methodological guidelines. [La Habana] Pueblo y Educación [1976] 137 p.
- _____. Chemistry program; 8th and 9th grades. [La Habana] Pueblo y Educación [1976] 26 p.
- _____. Didactics of Biology. [By] Francisco Trápaga. [La Habana] Pueblo y Educación [1976] 128 p.
- _____. Didactics of biology science; guide program. Biology Science teacher training career, 4th year. [La Habana] Pueblo y Educación [1975] 20 p.
- _____. Didactics of History; guide program. History teacher training career, 4th year. [La Habana] Pueblo y Educación [1975] 105 p.
- _____. Didactics of Spanish language; teaching of linguistic subjects in elementary school grades. First part; a guide for teachers. [By] Delfina García Pers. [La Habana] Pueblo y Educación [1976] 49 p.
- _____. Directive documents for the improvement of the national system of education. [La Habana, 1975] 71 p.
- _____. [Documents on Manuel Ascunce Domenech university pedagogical Detachment] [La Habana, 1975] 18 p.
- _____. Elemental physical geography; 5th grade. A guide for teachers. [La Habana] Pueblo y Educación [1976] 214 p.
- _____. 5th grade programs. [La Habana] Pueblo y Educación [1976] 182 p.

- _____. 1st grade programs; Spanish Language, Mathematics, Shop Education, Physical Education, Plastic Arts, Musical Education, Dance Education. [La Habana] Pueblo y Educación [1975] 189 p.
- _____. Formal Education [Ministerial Resolution 304/76] [La Habana, 1976] 38 p.
- _____. Formal education handbook. La Habana, 1976. 86 p.
- _____. Foundations of polytechnical training in General Education. [By] Y.E. Durasevich. [La Habana, 1976] 47 p.
- _____. Geography of Cuba, 2; a guide for teachers. [La Habana] Pueblo y Educación [1976] 33 p.
- _____. History of Cuba; fourth part. A guide for teachers. [La Habana] Pueblo y Educación [1975] 85 p.
- _____. History of Cuba; guide program. History teacher training career. [La Habana] Pueblo y Educación [1975] 66 p.
- _____. Let's read! [By] Raquel González Núñez. [La Habana] Pueblo y Educación [1975] 142 p.
- _____. Literary readings 1; 5th grade. [La Habana] Pueblo y Educación [1976] 159 p.
- _____. Literary readings 2; 5th grade. [La Habana] Pueblo y Educación [1976] 134 p.
- _____. Mathematics; 5th grade. A guide for teachers. For the program in force since 1972. [By] Klaus Ritter [et al] [La Habana] Pueblo y Educación [1975] 341 p.
- _____. Mathematics 9; first part. A guide for teachers. [La Habana] Pueblo y Educación [1975] 124 p.
- _____. Mathematics 9; second part. A guide for teachers. [La Habana] Pueblo y Educación [1975] 222 p.
- _____. Methodological guide for the program of plastic arts; 1st grade. [La Habana] Pueblo y Educación [1975] 49 p.

- _____. Methodological guide for the program of plastic arts; 2nd grade. [La Habana] Pueblo y Educación [1976] 46 p.
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- _____. Methodological guidelines; 1st grade. [By] Delia E. Riveiro Casteleiro [et al] [La Habana] Pueblo y Educación [1975] 158 p.
- _____. [Ministerial Resolution 326/75] [La Habana, 1975] 20 p.
- _____. Ministry of Education guiding documents for the scientific-methodological work of a theoretical and practical nature [Ministerial Resolution 597/76] [La Habana] Ed. de libros para la Educación. [1976] 173 p.
- _____. National seminar for leaders, methodologists and inspectors of the educational, municipal and provincial offices; standard and methodological documents. [La Habana, 1977] 2 vol.
- _____. Physical education handbook; 1st grade. [By] Pedro L. de la Paz y Alberto Dorta Sasco. [La Habana] Pueblo y Educación [1976] 125 p.
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- _____. Plan for the improvement and development of the National System of Education in Cuba. [La Habana, 1976] 192 p.
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- _____. 2nd grade programs. [La Habana] Pueblo y Educación [1976] 145 p.
- _____. Shop education. A guide for teachers; 1st grade. [By] E. Israel Suárez Limendoux y Manuel Bahamonde Piñero. [La Habana] Pueblo y Educación [1975] 80 p.

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[La Habana] Pueblo y Educación [1976] 60 p.
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- _____. Shop education; organizational and methodological
aspects. [By] Orlando Ajuria Herrera. [La Habana]
Pueblo y Educación [1975] 98 p.
- _____. [Some aspects concerning teaching and educational
work, dealt with in the meeting held on February 8, 1976
with the participation of leaders from the Ministry of
Education] [La Habana, 1976] 68 p.
- _____. Spanish and literary readings; 5th grade. Method-
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lines. [La Habana] Pueblo y Educación [1976] 85 p.
- _____. Speech delivered by the Minister of Education in
the graduation ceremony held in the Marxism-Leninism
teacher training school, the National School of the
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tute of Technical and Vocational Education [La Habana
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ción [1976] 155 p.
- _____. Towards school sport development. Ministerial Reso-
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Guidelines supplied by the INDER (National Institute of
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